



**RIDE** Rhode Island  
Department  
of Education

# **District EL Administrator/Coordinator Handbook**

February 2019

# INDEX

- [1. ADMINISTRATOR OR COORDINATOR?](#)
- [2. COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS AND POLICIES](#)
- [3. ACTING AS YOUR DISTRICT POINT OF CONTACT FOR THE STATE / DISSEMINATING INFORMATION](#)
- [4. ENSURING THE PROPER IDENTIFICATION OF ELS](#)
- [5. REPORTING ELS IN THE EL CENSUS](#)
- [6. ENSURING THE PROPER INSTRUCTIONAL PLACEMENT OF ELS IN YOUR DISTRICT](#)
- [7. ENSURING THAT THE ENGLISH LANGUAGE ASSISTANCE PROGRAM IN YOUR DISTRICT ADHERES TO BEST PRACTICES](#)
- [8. COORDINATING THE ANNUAL LANGUAGE PROFICIENCY TESTING \(ACCESS FOR ELLS 2.0\) OF ELLS IN YOUR DISTRICT](#)
- [9. COORDINATING TITLE III GRANT APPLICATIONS AND DISTRICT TITLE III ACTIVITIES](#)
- [10. THE PROCESS FOR GRANT APPLICATION](#)
- [11. COORDINATING PROFESSIONAL DEVELOPMENT FOR ESOL AND GENERAL EDUCATION TEACHERS IN YOUR DISTRICT](#)
- [12. ANALYZING DATA CONCERNING THE ELS IN YOUR DISTRICT AND DEVELOPING ACTION PLANS TO ADDRESS AREAS OF CONCERN](#)
- [13. ENSURING A PROCESS FOR EXITING STUDENTS WHEN THEY MEET THE STATE-DEFINED, REQUIRED EXIT CRITERIA](#)
- [14. ENSURING THAT PARENTS ARE PROVIDED WITH INFORMATION AS REQUIRED BY FEDERAL AND STATE REGULATIONS](#)

Responsibilities of the EL District Administrator or Coordinator. Note, this is not an exhaustive list.

- Ensuring that the district complies with applicable federal and state laws and policies related to ELs
- Acting as the district point of contact for the state for matters related to ELs
- Disseminating information from the state to educators/administrators in the district
- Ensuring the proper identification of ELs
- Reporting ELs in the EL Census
- Ensuring the accuracy of the EL Census for the district
- Ensuring the proper instructional placement of ELs in the district
- Ensuring that the English language instructional program in the district adheres to best practices
- Coordinating the annual language proficiency testing (ACCESS for ELLs 2.0) of ELs in the district
- Coordinating Title III grant applications and district Title III activities
- Coordinating professional development for ESOL and general education teachers in the district
- Analyzing data concerning the ELs in the district and developing action plans to address areas of concern
- Ensuring a process of reclassification for exiting students when they meet the state-defined, required exit criteria
- Ensuring that parents are provided with information as required by federal and state regulations
- Manage, coordinate and oversee newcomers/SLIFE programs

This guide is meant to outline all of the relevant information necessary to fulfill the responsibilities as the EL district administrator or coordinator.

## 1. ADMINISTRATOR OR COORDINATOR?

The district must appoint an EL Administrator and possibly an EL Coordinator based on the criteria from the state EL regulations (R.I.G.L. 16-54) outlined below:

**L-4-11. Personnel — administrators.** — (a) A school district with an English Language Learner program shall designate an administrator to be responsible for this program. An administrator in a low-incidence district who does not have an English as a Second Language teaching certificate or an English as a Second Language endorsement must appoint an ELL Coordinator, who must have at least one of these credentials. High-incidence school districts must appoint a full-time ELL Administrator whose primary responsibility is the development and management of the district's ELL program. Low-incidence districts that utilize an ELL Administrator on a less than full-time basis must also appoint an ELL Coordinator.

## 2. COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS AND POLICIES

For state regulations regarding the education of ELs, please refer to the [English Learners State Regulations \(R.I.G.L. 16-54\)](#)

Other applicable federal laws and regulations:

- [Title III](#)
- [Title VI of the Civil Rights Act of 1964](#)
- [EEOA of 1974](#)
- [Castañeda v Pickard](#)
- [OCR Obligations to EL Parents](#)
- [Office of English Language Acquisition \(OELA\)](#)
- [Other laws and court precedents](#)

### 3. ACTING AS YOUR DISTRICT POINT OF CONTACT FOR THE STATE / DISSEMINATING INFORMATION

The state relies on the network of district EL Directors to disseminate information and gather feedback and input. Every district has the responsibility to notify the state of any change or new positions as the EL administrator or coordinator so that distribution lists are updated regularly.

To be placed on the information distribution list, contact:

- **Flavia Molea Baker** – EL Program Coordinator, Title III, Office of Student, Community, and Academic Supports - [flavia.moleabaker@ride.ri.gov](mailto:flavia.moleabaker@ride.ri.gov)
- or
- **Emily Klein** – Special Education Specialist, Title I & Title III, Office of Student, Community, and Academic Supports – [emily.klein@ride.ri.gov](mailto:emily.klein@ride.ri.gov)

The state facilitates a number of EL Director's network meetings. The meeting schedule is communicated with the annual PD schedule, and posted to the [RIDE EL website](#) in the Professional Development section. These meetings provide an excellent opportunity to network with colleagues from other districts, share experiences, ask questions, and provide input and feedback to the state. The meetings generally last two to three hours and are held in the morning.

The EL District Administrator or Coordinator will be the single point of contact for the district for all issues related to ELs. Information from the state will be sent via e-mail and network meetings. It is the responsibility of the EL District Administrator or Coordinator to disseminate information to teachers in the district. For example, the annual state-offered PD schedule and registration instructions sent from RIDE in August or September to the statewide EL Directors network. If such schedule is not shared with the appropriate personnel in the district (by e-mail, posting in the schools, hardcopy in mailboxes, or whatever means is most feasible), then teachers will not be able to take advantage of the PD offered.

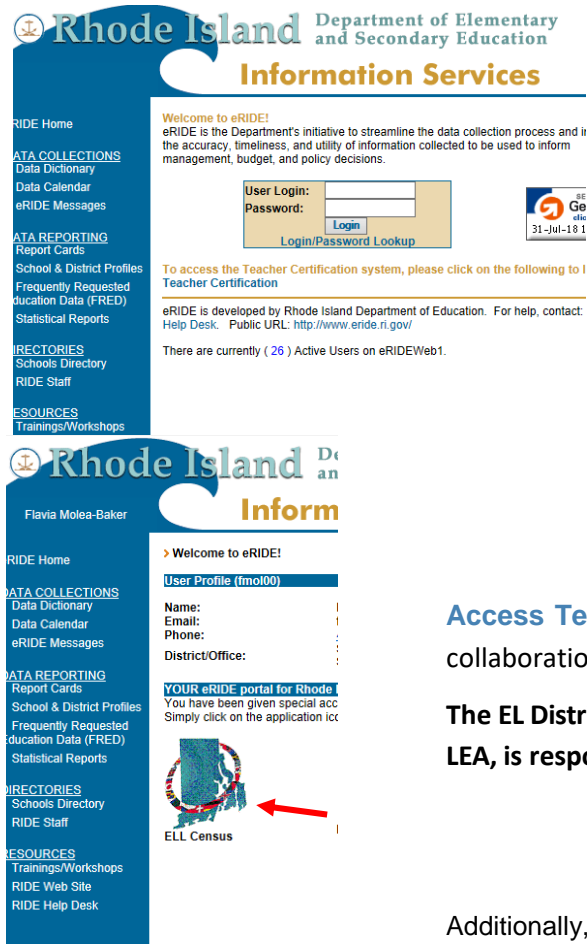
### 4. ENSURING THE PROPER IDENTIFICATION OF ELS

RIDE developed a statewide identification process for districts to use when identifying newly enrolling ELs. The process and resources can be found in the [EL Toolkit, Section I](#).

State regulations require that parents be afforded the opportunity to review the identification and program placement decision and either accept or waive the placement. A parent may not waive any part of the identification process including language proficiency screening. A parent may also not waive the actual identification of their child as an EL.

A parent may only waive placement in a specialized program of instruction (i.e. bilingual education, ESL class, after-school tutoring, etc.). Please review the guidance documents in the [EL Toolkit, Section VII](#). Section VII contains important information regarding the district's responsibility for waived ELs. Failure to properly adhere to these responsibilities will result in OCR compliance findings and require corrective action by the district.

## 5. REPORTING ELS IN THE EL CENSUS



An important responsibility is to ensure that **all** ELs in the district are reported to the state through the [EL Census](#).

The Census is an eRIDE data collection tool hosted by the state. In order to login and have access to the EL Census, an eRIDE account must be obtained. Please see your IT or school administrator to obtain the login access.

RIDE sends a timeline with important dates to LEAs at the beginning of the school year, together with the latest updates on how to use the Census.

In the EL Census, the following sections are updated remotely through the LEA's enrollment data:

- [Demographic Data](#)
- [Program Status](#)

[Access Test Results](#) are updated annually, after a validation process in collaboration with WIDA.

**The EL District Administrator/Coordinator or Data Media Specialist of the LEA, is responsible for updating the following sections:**

- [Student Data](#)
- [EL Identification](#)
- [Service & Monitoring](#)

Additionally, periodical maintenance reports must be run to maintain the accurateness of data. A system of validation is also in place to ensure completeness of data.

To indicate the first language of ELs in the Census, please refer to the following codes: [Native Language Codes in the Census](#).

## 6. ENSURING THE PROPER INSTRUCTIONAL PLACEMENT OF ELS IN YOUR DISTRICT

A task of the EL District Administrator or Coordinator is to determine which program models are to be employed in the district to meet the needs of ELs. Once a student is identified as an EL, ensure that the student is appropriately placed within the instructional program to best maximize opportunities for academic success based on all of the information gathered during the identification process, including current English proficiency.

For example, if the district has a newcomer program, ensure that there are clear criteria for students' placement in the program, and that enrollment personnel adheres to a process for appropriate placement based on those criteria. Also, if the district has a bi-lingual program, ensure that there are criteria for placement in that program (e.g. students who would benefit the most from this type of program).

For additional information please refer to the [EL Toolkit Sections I, II, IV, and VI](#).

## 7. ENSURING THAT THE ENGLISH LANGUAGE ASSISTANCE PROGRAM IN YOUR DISTRICT ADHERES TO BEST PRACTICES

Districts must employ a program to meet the needs of ELs in accordance with OCR guidelines outlined in Castaneda vs. Pickard (1982). This is referred to as the English language instructional program (ELIP). Further information on language assistance programs can be found in the [EL Toolkit, Section II, and XI](#).

The [District EL Program Description Worksheet](#) serves as a worksheet to determine the particular English Instructional Program model(s) employed in the district/school and to ensure that the program model(s) are comprehensively designed and implemented with respect to current research. Any given district may have more than one model in place, so it may be necessary to evaluate programs by school. The worksheet should be referenced periodically to ensure that the district program is comprehensive and designed to adhere to best practices.

For more information on evaluating a district program, refer to the [EL Toolkit, Section IX](#).

## 8. COORDINATING THE ANNUAL LANGUAGE PROFICIENCY TESTING (ACCESS FOR ELLS 2.0) OF ELLS IN YOUR DISTRICT

Rhode Island is a member of the World Class Instructional Design and Assessment (WIDA) Consortium. WIDA is a consortium of thirty seven states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. As a member of the WIDA Consortium, Rhode Island utilizes the ACCESS for ELLs 2.0 to annually measure the English language proficiency (ELP) of ELs across the state. The ACCESS for ELLs 2.0 was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium. The ACCESS for ELLs 2.0 is aligned to the WIDA English Language Proficiency Standards and has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency. Rhode Island requires that the ELP of all ELs be measured annually with the ACCESS for ELLs 2.0.

[Additional information about ACCESS for ELLs 2.0 in Rhode Island.](#)

Responsibilities for the annual EL testing are to:

- Ensure that the enrollment data of the district is up to date;
- Ensure that the master directory of the district is up to date, included the mailing address;
- Ensure the online administration of the assessment;
- Ensure that the test booklets are ordered on time, if needed;
- Ensure that the EL Census data is up to date and correct prior to the state ordering pre-ID labels for tests;
- Receive the test materials from DRC (the company that produces and scores the test);
- Ensure the security of the test materials while they are in the district;
- Ensure that all test administrators are properly trained and certified (see testing tutorial);
- Ensure that testing is completed within the testing window (mid-January through mid-February);
- Return ALL testing materials to DRC by the end of the testing window.

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[ana.karantonis@ride.ri.gov](mailto:ana.karantonis@ride.ri.gov)

## 9. COORDINATING TITLE III GRANT APPLICATIONS AND DISTRICT TITLE III ACTIVITIES

As the EL district administrator or coordinator, there are responsibilities related to the district's application for Title III grants, if the district participates in Title III.

Title III provides funding for supplemental activities for ELs. The district may apply for a Title III grant if it meets the minimum grant threshold of \$10,000. The number of ELs required to meet this threshold changes slightly from year to year based on federal funding and the number of state grant applications. If a district does not have a sufficient number of ELs to meet this threshold, it may enter into a consortium with other districts. In this case, the ELs from all consortium members are combined to meet the threshold and one of the member districts, acting as the fiscal agent for the consortium, applies for a grant on behalf of all member districts.

Title III funds may only be used to supplement existing programs and activities for ELs. They may not supplant local or state funds and they may not be used to fund activities required by state or federal laws or regulations. Title III, Section 3115(g), requires that funds available under a sub-grant be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for EL students and immigrant students and in no case to supplant such Federal, State, and local public funds." For example, if a particular activity last year was paid with nonfederal funds, the same activity this year cannot be paid with federal funds. State-mandated activities must be paid with state funds first. In this section, "supplement" means "an addition;" "supplant" means "to take the place of." Title III funds must be used to increase the English proficiency of EL students by providing high-quality supplements to language instruction educational programs. A full list of required and authorized expenditures may be found in Section 3115(c), (d) of Title III. These services may be provided directly by the LEA, another LEA, and institutions of higher education, community-based organizations, or private sector entities in any combination.

- [Title III Application Guidance \(in Title III Documents\)](#)
- [LEA Performance Report Directions \(AcceleGrants\)](#)  
[Title III /RIGL. Ch. 16-54 → DUE DATE: October 31, of each FY.](#)

## 10. THE PROCESS FOR GRANT APPLICATION

Each year districts submit a Consolidated Resource Program ( CRP ) application, which describes how the district will use the federal money supplied under the federal programs, Title I, Title II, Title III and IDEA.

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA). ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.


ESEA resources should be utilized to enhance existing state and local improvement efforts. The Consolidated Resource Plan (CRP) provides the opportunity to move towards a fuller integration in the use of these resources and other state and local funds.


The electronic application called [AcceleGrants](#) will require the district to provide information about the manner in which resources provided through six federal funding sources will be spent. These funds should provide supplementary support for the strategies found in the strategic plan. The investments detailed in this Consolidated Resource Plan should connect directly to action plans that are part of the Strategic Plan of the district. The final step in integrating the planning process is to draw connections between strategies and action plans, and the budgetary resources that are reported, as well as a broader budget.


The CRP should be fully consistent with the annual update of the District Strategic Plan.


Each district will supply the Title III administrator with log-in information which will allow them access to [AcceleGrants](#). AcceleGrants system contains a library with a vast amount of information including detailed program guidance with links to federal web sites, program data, submission instructions, AcceleGrants navigation guidance, as well as the documents that need to be submitted with the plan. No log in is needed to access the materials in the document library. (See screen shots below.)







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## Document Library

Search the Document Library by selecting a keyword or entering a search phrase.























Search Phrase:   [Select Keyword ▶](#)

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**Link** 

**Production**

### AGENCY DOCUMENTS

-  FY 2019 CRP - OVERVIEW, GUIDANCE, AND REQUIRED FORMS
-  FY 2018 CRP AMENDMENT MATERIALS
-  TITLE I, PART D DOCUMENTS
-  ADULT BASIC EDUCATION
-  FISCAL DOCUMENTS
-  IDEA (PART B AND PRESCHOOL)
-  TITLE II (A) DOCUMENTS
-  TITLE III DOCUMENTS
  -  [Office of English Language Acquisition - US Department of Education](#)
  -  [US Office for Civil Rights - English Language Learner Resources](#)
  -  [Castañeda v. Pickard, 688 F. 2d 989, \(5th Cir. 1981\) - ELL program requirements](#)
  -  [RI Chapter 16-54: Regulations Governing the Education of English Language Learners](#)
  -  [Private School Title III Consultation Form](#)
  -  [FY19 Application Guidance Document](#)
  -  [FY19 Consortium Declaration of Intent](#)
  -  [FY19 Private School Consultation](#)
  -  [FY19 Winning Budget Tips](#)
-  UNIFORM GRANT GUIDANCE
-  FY 2019 CRP WEBINAR MATERIALS - 4/27/18
-  IDEA MAINTENANCE OF EFFORT FOR LEAS
-  TITLE I, PART A DOCUMENTS
-  Title III/ELL Performance Report

The CRP district coordinator will submit the entire grant once the superintendent has reviewed and approved the application. The Title III application is review by personnel at RIDE in the Title III program office. The fiscal office reviews the application as well. The review page (see below) will indicate areas that need corrections indicated by NLA. If the OK column is filled, no corrections are needed. Usually, a comment will be added by the RIDE reviewer on the page where a correction is needed. An email is sent to the people in the district responsible for the program notifying them that the grant is approved or needs corrections. A process of submission is followed.

#### Review Details

Go To ▶

NA = Not Applicable  
NRR = Needs RIDE Review  
NLA = Needs LEA Attention  
OK = OK

Expand All Collapse All

	NA	NRR	NLA	OK
<b>ACTIVITIES PD AND GROWTH DATA PROMPT</b>				
1. Title III Activities Report				
2. ACCESS Growth Data				
3. Professional Development Activities				
<b>DESK AUDIT AND ACTION PLAN</b>				
1. Screening, Identification, Placement, and Exit				
2. Parental Involvement, Parent Rights/Notices				
3. Language Instruction Education Programs				
4. Personnel & Professional Development				
5. AMAO 1 Goal				
6. AMAO 2 Goal				
7. AMAO 3 Goal				
8. Chapter 16-54 Monitoring Follow-Up				
<b>STAFFING PLAN</b>				
1. ELL Staffing				
<b>PRIVATE SCHOOL CONSULTATION AND COUNTS OF ELLS</b>				
1. Private School Counts/Consultation				
<b>RELATED DOCUMENTS</b>				
1. Private School Consultation				
2. Screening/Identification/Placement/Exit				
3. Parental Involvement/Parental Rights Notices				
4. Language Instruction Education Programs				
5. Personnel and Professional Development				
6. Other				

## 11. COORDINATING PROFESSIONAL DEVELOPMENT FOR ESOL AND GENERAL EDUCATION TEACHERS IN YOUR DISTRICT

The district is responsible for providing professional development related to teaching ELs to **ALL** teachers working with ELs (not only ESOL teachers) in accordance with R.I.G.L. 16-54-2 L-4-12.

***L-4-12. Professional development.*** — (a) *All school districts with ELL programs must provide sustained, high quality job-embedded professional development for administrators, coordinators, instructional coaches, school and community liaisons, guidance counselors, all teachers and other personnel who work with English Language Learners. Title III funds may not be used for this required Professional Development. The following topics, along with other topics the district deems to be appropriate, shall be addressed on a quarterly basis:*

- 1. Research-based instructional methods and assessment practices for ELLs and ELLs with disabilities*
- 2. Second-language acquisition*
- 3. Culturally Responsive Education Practices.*
- 4. Family and Community involvement strategies*
- 5. Language minority issues in education*

*(b) During their first year of employment, all district staff who work with English Language Learners shall be trained in ELL program requirements as well as in district practices and procedures for English Language Learners.*

*(c) ELL professional-development activities shall be included in the district's professional-development plan and in district and school improvement plans, and these activities shall be aligned with Rhode Island's Professional Development Standards.*

Opportunities must be made available to teachers and teachers must be made aware of PD offerings.

The state offers up to six PD opportunities each year. These workshops are free of charge, but the district must pay the cost of substitute teachers. The annual PD calendar that includes detailed descriptions of the workshops can be found in the [Professional Development](#) section of the EL website page. E-mails informing for additional PD opportunities are sent regularly by RIDE, and should be disseminated appropriately.

For more information, please refer to the [EL Toolkit, Section III](#).

## 12. ANALYZING DATA CONCERNING THE ELS IN YOUR DISTRICT AND DEVELOPING ACTION PLANS TO ADDRESS AREAS OF CONCERN

Analyzing data from assessments that ELs take is an important part of the EL District Administrator or Coordinator work. It is essential that basic skills in working with data are developed, and a foundational knowledge of second language acquisition guides the work to affect outcomes on non-ELP assessments.

RIDE provides data analysis workshops for all educators and for EL directors specifically. Updates on upcoming workshops are communicated via e-mails.

### 13. ENSURING A PROCESS FOR EXITING STUDENTS WHEN THEY MEET THE STATE-DEFINED, REQUIRED EXIT CRITERIA

Once a student has been exited, s/he begins a two-year monitoring process and must be reported in the EL Census as Monitor 1 or Monitor 2. During this time, if a student begins to struggle academically as a result of second language acquisition needs, s/he may be reclassified as an active EL and placed back into the ELIP.

Monitoring must be a formalized process and must be documented. Different methods for accomplishing this can be put in place, but they must, at a minimum, include periodic reviews of the students' academic progress in all core classes.

For more information, please refer to the [EL Toolkit, Section VIII](#).

### 14. ENSURING THAT PARENTS ARE PROVIDED WITH INFORMATION AS REQUIRED BY FEDERAL AND STATE REGULATIONS

Both Title III and RI State Regulations require that parents receive certain types of information from the school/district. At a minimum, parents must be provided with:

- A complete description of the student's placement and the reasons for that placement referral;
- A detailed description of the academic program in which their children will be enrolled;
- A detailed description of the supports or specialized program for English language acquisition in which their children will be placed;
- Information regarding their right to waive placement in a specialized program for English language acquisition;
- The results of the annual ELP assessment (ACCESS for ELLs 2.0);
- Notification of a change in the ELs program or service;
- Written notification of the proposed exit decision and an explanation of the rationale for the decision;
- Information regarding their right to appeal the district's decision to exit their child from the school's English Language Learner program in accordance with L-4-23 [Procedural safeguards]

For additional information, please refer to the [EL Toolkit, Section X, and XI](#).

In addition to the above listed requirements for Section L-4-22 of R.I.G.L. 16-54-2 outlines the minimum criteria for parental involvement.

## CRITERIA FOR PARENT INVOLVEMENT

[R.I.G.L.16-54-3(6)]

**L-4-21. Parent involvement.** — *Each district shall provide for the involvement of parents of English Language Learners in the development, implementation, and evaluation of programs for these students.*

**L-4-22. Minimum criteria for parent involvement.** — *(a) The school district together with the liaison, shall develop a written parent-involvement plan that includes outreach to the ELL community. Parents shall be informed of the multiple ways that they can become involved in the education of their children, not only in ELL programs, but also in other school programs, services, and activities.*

*(b) The school district shall provide culturally and linguistically appropriate parent-education programs or parent outreach and training activities that are designed to assist all parents of ELL students to become active participants in the education of their children.*

*(c) The school district shall include input from the parents of English Language Learners when it considers improvements not only in ELL programs but also when it considers improvements in other school programs in which English Language Learners may be involved.*

*(d) The school district shall present the annual ELL action plan from the District Strategic Plan and the Federal Title III component of the Consolidated Resource Plan for parent review. Results of English Language Learner performance on state assessments and ELL graduation rates shall be provided annually to parents.*

*(e) The school district shall require each one of its schools to have at least one parent representative of ELL students from each of the language groups with more than 20 students in that school to serve on School Improvement Teams (SIT). School Improvement Teams shall receive training and information on relevant ELL issues including, but not limited to, ELL state regulations and federal programs*

*(f) Parents shall be informed of their right to decline to have their child participate in English Language Learner programs and to remove their child from English Language Learner programs. (20 U.S.C. 7012 (a)(7) Parents will also be informed that even though ELL program services are waived, the student will still be considered to be an English Language Learner who must be assessed on the state's annual English Language Proficiency assessment. If a family does not participate in the identification, assessment and placement process, the student shall not be penalized; additional outreach and attention shall be given to the family to educate them about the process and to encourage participation.*